

Health Enhancement

| Standards | Grade 4 | Grade 8 | Upon Graduation | | |
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| Standard 1-Students have a basic knowledge and understanding of concepts that promote comprehensive health. | 1. Describe relationships between personal health behaviors and individual well-being. ML - 3.4.1. RE - 1.4.2; 4.4.5. SC - 3.4.2. SL - [2.4.4]; 3.4.6. WR - 4.4.1; 4.4.2; 4.4.3; 6.4.1; 6.4.3; 6.4.4. 2. Describe the basic structure and function of the major human body systems, emphasizing growth and development. TE - [5.4.2; 5.4.3; 6.4.3]. SC - [1.4.5]; 3.4.2. [SL - 2.4.4]. WR - 4.4.1; 4.4.2; 4.4.3; 6.4.4. 3. Identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early. TE - [5.4.2; 6.4.3; 6.4.4]. ML - 3.4.1. RE - 1.4.2. SC - [1.4.3]; 1.4.6. WR - 6.4.3; 6.4.4. 4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. TE - 2.4.2; [5.4.2; 6.4.1; 6.4.3; 6.4.4]. ML - 3.4.1. RE - 1.4.2; 4.4.3; 4.4.5. SC - 3.4.2. [SL - 3.4.6]. WR - 4.4.1; 4.4.2; 4.4.3; 6.4.1; 6.4.3; 6.4.4. 5. Identify the potential sources of environmental hazards. TE - [5.4.2; 6.4.1]; 6.4.2; [6.4.3; 6.4.4]. ML - 3.4.1. RE - 1.4.2; 4.4.3; 4.4.5. SC - [1.4.3; 5.4.1]; 5.4.3; [6.4.2]. SL - 2.4.4. WR - 4.4.1; 4.4.2; 4.4.3; 6.4.1; 6.4.3; 6.4.4. | 1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. MA - 6.8.2. ML - 3.8.1. RE - 1.8.1; 1.8.2; 4.8.2; 4.8.3; 4.8.7. [SC - 6.8.2]. SL - [2.8.4]; 3.8.6. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.3; 6.8.4. 2. Explain the function and maintenance of body systems, including the reproductive system. TE - [5.8.2; 5.8.3; 6.8.1]. [SL - 2.8.4]. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.4. 3. Analyze how peers, family, heredity, and environment influence personal health. TE - [3.8.2; 5.8.2; 6.8.1; 6.8.3]; 6.8.4. ML - 1.8.1; 2.8.2; 4.8.2. RE - 1.8.2; 4.8.2; 4.8.7. SS - 6.8.3. [SL - 2.8.4; 3.8.6]. WL - 8.II.1. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.4. 4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. TE - [5.8.2; 6.8.1; 6.8.3]. ML - 3.8.1. RE - 1.8.1; 1.8.2; 4.8.2; 4.8.7. [SL - 2.8.4; 3.8.6]. WR - 4.8.1; 4.8.2; 6.8.1; 6.8.3; 6.8.4. 5. Explain how appropriate health care can prevent premature death and disability. TE - [5.8.2; 5.8.3; 6.8.1; 6.8.3]. MA - 6.8.2. ML - 3.8.1. RE - 1.8.2; 2.8.2; 2.8.7. [SC - 6.8.2]. [SL - 2.8.4; 3.8.6]. WR - 4.8.1; 4.8.2; 4.8.3; 6.8.1; 6.8.3; 6.8.4. | 1. Analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury. [TE - 6.12.1]. RE - 1.12.1; 1.12.2. WR - 4.12.1; 4.12.2; 4.12.3; 6.12.4. 2. Explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system. RE - 1.12.1; 1.12.2. WR - 4.12.1; 4.12.2; 4.12.3; 6.12.4. 3. Analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health. TE - [1.12.1; 2.12.2; 5.12.2; 6.12.1; 6.12.2]. AR - 6.12.2. ML - 4.12.3. RE - 1.12.1; 1.12.1; 1.12.4. WP - 2.12.3. WR - 4.12.1; 4.12.2; 4.12.3; 6.12.2; 6.12.3; 6.12.4. 4. Develop personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. TE - [5.12.2; 6.12.1]. WP - 2.12.4. WR - 4.12.1; 4.12.2; 4.12.3; 6.12.4. 5. Advocate for personal, family, and community health. [TE - 5.12.3]. ML - 3.12.1. RE - 1.12.5. SL - 2.12.4; 3.12.6. WR - 4.12.1; 4.12.2; 4.12.3; 6.12.2; 6.12.3; 6.12.4. | | |
| Standard 2-Students demonstrate concepts and principles while learning forms. | 1. Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills. TE - 2.4.2. AR - 3.4.4 (DA). MA - 4.4.3. 2. Combine movement skills in applied and dynamic settings or lead-up games. AR - 3.4.4 (DA). 3. Acquire skills including perceptual, motor, and rhythm. AR - 3.4.4. | 1. Demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports. TE - 2.8.2. AR - 3.8.4 (DA). WP - 2.8.2. | 1. Demonstrate a variety of physical skills which encompass dance, individual, dual and team sports, and lifetime physical activities. TE - [1.12.1]; 2.12.2. AR - 3.12.4 (DA). [WP - 2.12.2]. | | |
| Standard 3-Students apply movement concepts and principles while learning and developing motor skills. | 1. Apply critical elements to improve personal performance in fundamental motor skills and some specialized skills. TE - 5.4.2. AR - 2.4.2 (DA). 2. Recognize and apply movement concepts that impact the quality of performance. TE - 5.4.2. AR - 2.4.2 (DA, VA). | 1. Understand and apply movement concepts to game strategies. 2. Identify and refine the critical elements of advanced movement skills. TE - 4.8.1. AR - 2.8.2 (DA). SC - 5.8.4. 3. Identify and understand the application of basic rules and strategies in a variety of physical activities. | 1. Identify the characteristics of technically correct performance in a variety of movement forms. [TE - 1.12.1]. 2. Apply rules and advanced strategies to a variety of physical activities. 3. Know and understand scientifically based information regarding movement performance. TE - [1.12.1]. | | |
| Standard 4-Students achieve and maintain a challenging level of health-related physical fitness. | 1. Participate in a variety of developmentally appropriate fitness activities involving each component of health related physical fitness. TE - 1.4.1; 2.4.1; 2.4.3. 2. Identify each component of health-related physical fitness. 3. Associate each health-related physical fitness component to the improvement of personal health. 4. Demonstrate individual progress toward each component of health-related physical fitness. TE - [1.4.1; 2.4.1; 2.4.3]; 6.4.1. MA - 6.4.1; 6.4.2. | 1. Participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. TE - 1.8.2. 2. Understand and apply basic principles of training to improve health-related physical fitness. 3. Identify personal fitness goals. [TE - 6.8.1]. RE - 1.8.1; 1.8.2. 4. Demonstrate individual progress toward each component of health-related physical fitness. [TE - 2.8.2]. MA - 6.8.1; 6.8.2; 6.8.3. | 1. Participate in a variety of fitness activities involving each component of health-related physical fitness. TE - 1.12.2; 5.12.1. 2. Demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs. 3. Design a personal fitness program. TE - [2.12.2; 5.12.1; 6.12.1]; 6.12.2. RE - 1.12.1; 1.12.2. WR - 1.12.1; 1.12.4; 2.12.5; 4.12.3; 6.12.3. 4. Demonstrate individual progress toward each component of health-related physical fitness. [TE - 2.12.2]. | | |
| Standard 5-Students demonstrate the ability to use critical thinking and decision making to enhance health. | 1. Identify problem-solving processes specific to health-related issues. [TE - 5.4.1]. LM - 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 1.4.6. WR - 6.4.1. 2. Access valid health information and resources. TE - [1.4.1]; 4.4.1; 5.4.1; 5.4.2. LM - 1.4.1; 1.4.3; 1.4.4; 4.4.1; 4.4.2; 4.4.3. ML - 1.4.1; 4.4.2. RE - 1.4.1; 1.4.2; 4.4.2; 4.4.6. 3. Explain how basic health information and resources are used in setting goals and decision making. 4. Set personal health goals and record progress toward achievement. TE - 1.4.1; 1.4.2; [2.4.2]. WR - 4.4.2. 5. Predict results of positive health decisions. MA - 6.4.4. | 1. Individually and collaboratively apply problem-solving processes to health issues. TE - 6.8.1. LM - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6. [WP - 2.8.1]. WR - 6.8.1. 2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community. 3. Predict how decisions specific to health behavior have consequences for self and others. MA - 6.8.2. 4. Describe personal factors that influence an individual's health goals. TE - 2.8.2. 5. Explain a personal health plan that addresses needs, strengths, and risks. [TE - 6.8.2]. WR - 4.8.2. 6. Identify the validity of health information and how culture, media, and technology influence choices. TE - 5.8.2; [6.8.1]. AR - 3.8.1; 6.8.2. LM - 1.8.1; 1.8.4; 4.8.1; 4.8.2; 4.8.3. ML - 1.8.1. RE - 4.8.3; 4.8.7. SS - 6.8.3. WL - 8.II.1. | 1. Utilize various problem-solving strategies when making health decisions related to needs and risks of young adults. [TE - 5.12.1]. LM - 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6. MA - 1.12.1. ML - 3.12.1. WR 6.12.1. 2. Predict immediate and long-term impacts of health decisions on the individual, family and community. MA - 1.12.1. 3. Implement a plan for achieving personal health goals. TE - 5.12.3; [6.12.1]. 4. Evaluate progress toward attaining personal health goals. TE - 5.12.3; [6.12.1]. 5. Formulate an effective plan for lifelong health. TE - [2.12.2]; 5.12.1; [6.12.1]. WR - 4.12.2. 6. Locate, evaluate, and utilize credible health information. TE - [1.12.1]; 5.12.2. LM - 1.12.1; 1.12.4; 4.12.1; 4.12.2; 4.12.3. ML - 2.12.1; 4.12.2. RE - 1.12.2; 4.12.1; 4.12.3; 4.12.4; 4.12.7. | | |
| Standard 6-Students demonstrate interpersonal communication skills to enhance health. | 1. Describe characteristics needed to be a responsible friend and family member. SL - [2.4.1; 2.4.2]; 4.4.2. WP - 4.4.1. WR - 1.4.1. 1.4.1; 1.4.2; 2.4.1; 2.4.2; 2.4.3; [3.4.1]; 3.4.2; 4.4.2; 4.4.3. WP - 2.4.1; 4.4.1. WR - 4.4.1; 4.4.2. 3. Demonstrate healthy ways to express needs, wants, and feelings. [AR - 3.4.2]. SL - 1.4.1; 1.4.2; 2.4.2; 2.4.3; [3.4.1]; 3.4.2; 4.4.2. WR - 4.4.1; 4.4.2. 4. Demonstrate refusal skills. ML - 3.4.1. SL - 1.4.1; 1.4.2; 2.4.2; 2.4.3; [3.4.1]; 3.4.2. WP - 2.4.4. 5. Demonstrate active learning skills. SL - 1.4.1; 1.4.2; 2.4.1; 2.4.2; 5.4.5. WP - 2.4.4. 6. Demonstrate nonviolent strategies to resolve conflicts. ML - 3.4.1. SL - 2.4.2; 2.4.3; 3.4.8. WP - 2.4.4. WR - 6.4.4. | 1. Describe how the behavior of family and peers affects interpersonal communication. SL - 1.8.1; 2.8.2; 2.8.5. WP - [2.8.1]; 2.8.5. WR - 1.8.1. 2. Demonstrate ways to communicate care, consideration, and respect of self and others. SL - 1.8.1; 2.8.1; 2.8.2; 2.8.3; 2.8.5; 3.8.2; 3.8.8; 4.8.1; 4.8.2. WP - 2.8.1; 2.8.5. WR - 4.8.1. 3. Demonstrate healthy ways to express needs, wants, and feelings. AR - [1.8.1]; 3.8.2. SL - 2.8.1; 2.8.2; 3.8.2; 2.8.3; 4.8.1; 4.8.2. WR - 4.8.1. 4. Demonstrate refusal and mediation skills to enhance health. ML - 3.8.1. SL - 1.8.1; 2.8.1; 2.8.2; 2.8.3; [2.8.5]; 3.8.2; 3.8.8; 4.8.1; 4.8.2. WP - 2.8.4. WR - 4.8.1; 4.8.4. 5. Demonstrate strategies to analyze and manage conflict in healthy ways. ML - 3.8.1. SL - 1.8.1; 2.8.1; 2.8.3; [2.8.5]; 3.8.8; 4.8.1; 4.8.2; 4.8.3. WP - 2.8.4. WR - 4.8.1; 6.8.4. | 1. Describe skills for communicating effectively with family, peers and others. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.5; 3.12.2; 3.12.8; 4.12.2. [WP - 2.12.1]. 2. Demonstrate ways to communicate care, consideration, and respect of self and others. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 2.12.4; 2.12.5; 3.12.2; 3.12.8; 4.12.2. WP - 2.12.1. 3. Demonstrate healthy ways to express needs, wants, and feelings. AR - 1.12.1; [3.12.2]. SL - [1.12.1]; 2.12.2; 2.12.3; 3.12.2; 4.12.3. 4. Demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others. ML - 3.12.1. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 2.12.5; 3.12.2; 3.12.4; 3.12.8; 4.12.2. WP - 2.12.4. 5. Analyze how interpersonal communication affects relationships. SL - [1.12.1]; 2.12.1; 2.12.3; [2.12.4]; 2.12.5; 4.12.2. WR - 1.12.1. 6. Analyze the possible causes of conflict and demonstrate strategies to manage conflict. ML - 3.12.6; 4.12.3. SL - [1.12.1]; 2.12.1; 2.12.2; 2.12.3; 2.12.5; 3.12.4; 3.12.8; 4.12.2. WR - 1.12.1; 6.12.4. | | |
| Standard 7-Students demonstrate health-enhancing behaviors. | 1. Interact with friends and others through participation. AR - 1.4.4. SL - 1.4.1; 2.4.2; 4.4.3. WP - 2.4.1. 2. Use physical activity as a means of self-expression. AR - 2.4.1 (DA); 2.4.6; [3.4.2]. 3. Experience enjoyment through physical activity. 4. Regularly participate in physical activity. 5. Demonstrate strategies to improve or maintain personal health. | 1. Enjoy participation in physical activity. 2. Recognize the social benefits of physical activity. 3. Participate in health-enhancing physical activity outside of school. 4. Work cooperatively with a group to achieve group goals in both cooperative and competitive settings. AR - 1.8.4. [WP - 2.8.1]. 5. Demonstrate strategies to improve or maintain personal and family health. | 1. Regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis. 2. Experience enjoyment from physical activity and a healthy lifestyle. 3. Participate in activities that promote community well-being. 4. Initiate independent and responsible health-enhancing personal behavior. 5. Demonstrate strategies to improve or maintain personal, family, and community health. | | |
| LEGEND: This chart illustrates the “explicit” and “implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both standards with minor adjustments. | | | | | |
| Content Code: | AR - Arts (dark pink) ML - Media Literacy (blue) TE - Technology (purple) | HE - Health Enhancement (black) RE - Reading (blue) WP - Workplace Competencies (yellow) | LM - Library Media (pink) SC - Science (red) WL - World Languages (lilac) | LT - Literature (blue) SS - Social Studies (gold) WR - Writing (blue) | MA - Math (green) SL - Speaking and Listening (blue) |
| User Code: | HE 1.4.2 = Health Enhancement, Standard 1, Grade 4, Benchmark 2 | | | | |